The Relationship between Parenting and Self-Regulated Learning of Children and Adolescents

Shuyu Li *

Faculty of International Tourism and Management, Macau University of Science and Technology, Macau, China

* Corresponding Author Email: 2009853db111003@student.must.edu.mo

Abstract. Childhood and adolescence as the critical periods for people to form many learning and behavioral patterns, have lasting effects into adulthood. Thus, parents should give their children proper education and guidance at these stages. Self-regulated learning (SRL) is a skill that can promote long-term personal development. Based on earlier research that identified various aspects of parenting, this paper reviewed the link of parenting to SRL and other related factors. The effect of parenting on SRL was discussed from three perspectives: the general relationship, the mediational roles, and the impact of other factors. Among them, the parenting style (i.e., authoritative, authoritarian, permissive, and uninvolved styles) as one of the particular representative dimensions of parenting was found that different types of it are correlated with different SRL skills. Therefore, depending on the specificity of the different dimensions, parents can consciously choose the more appropriate parenting style. Apart from the interaction between parenting and SRL, there are also other mediators. Plus, SRL can play a mediational role between parenting and other related factors. As these studies reviewed have limitations in terms of parenting context, such as ethnic homogeneity, future research could explore a more generalized hybrid parenting style in corresponding ethnic groups. The current review can provide some guidance to relevant parent education programs and research.

Keywords: Parenting style; Self-regulated learning; Adolescence.

1. Introduction

As the level of social development increases, the psychological growth and development of people have also been paid more attention. With childhood and adolescence as the critical periods for personal development, many learning and behavioral patterns can be developed during these periods and are inflexible to change during them, so more and more studies focused on the guidance and education of children and adolescents. Although children are influenced by many aspects of their peers and teachers, research clearly showed that parenting can make significant difference in children's externalizing behaviors compared to any other factors [1]. Parenting is the first education children received through practicing rules and disciplines to regulate their behaviors in the family environment. Education has a lasting and significant impact on their social and educational development, so quality parenting is vital. Specifically, there are many different dimensions of parenting, and previous research mainly concentrated on the styles of parenting (i.e., authoritative, authoritarian, permissive, and uninvolved styles), parenting behavior (e.g., parental monitoring, and behavioral control), and the context of parenting (e.g., family structure, family socioeconomic status, and racial and ethnic differences) [1].

1.1 Parenting Style

Of these dimensions of parenting, parenting styles have been studied most extensively, and the research on it has also often been closely linked to parenting behaviors. The parenting style represents the strategies used by parents in raising their children. It is a psychological structure including parental behaviors and attitudes [2]. Parents' attitudes and behaviors may change depending on their own factors (e.g., personal traits, their mental, and social situation) and their children's characteristics (e.g., personality and behavioral performance), among other variables, namely forming different parenting styles [3]. There seems to be a lot of evidence in the past literature pointing to significant impacts of

parenting style on adolescents' outcomes. Even though gaps remain in these studies, parental behaviors and attitudes certainly influence the establishment of a healthy parent-child relationship, which is one of the prerequisites for children to acquire social skills and achieve independence in society later in life.

Due to its importance, Baumrind's model of the typical parenting styles has been studied worldwide. It was developed into three different styles of parenting: permissive, authoritative, and authoritarian, based on the dimension of parental control [4]. Parental control is defined as the parent's request for the children's integration into the family as a whole, through the mature efforts of demand, supervision, discipline, and willingness to confront the disobedient children [1]. Parental discipline practices and parental monitoring are the parenting behaviors that are included in this dimension. Following on from Baumrind's framework of parenting styles, Maccoby and Martin added an additional dimension of parenting: parental responsiveness [3]. The dimension of parental responsiveness is measured by parental behaviors, including parental support, parental warmth, and parental involvement. Maccoby and Martin classified the three types of parenting styles into the combination of high and low levels of two dimensions: control and responsiveness (i.e., Authoritative: high-control and high-responsiveness; Authoritarian: high-control and low-responsiveness; Permissive: low-control and high-responsiveness). An extra style was also proposed: uninvolved parenting, with both low control and responsiveness [3]. While Baumrind applied this typology only to research with children initially, many studies using parenting styles to explore the effects of parenting on adolescents have found similar patterns of results [1]. It indicates that this typological model of parenting styles is an invaluable reference for research on children and adolescents.

1.2 The Context of Parenting

As research on parenting has progressed over the last few decades, researchers have become increasingly aware of the context of parenting as a complex covariate that has a large variation. Since studies showed that the link of parental behaviors to adolescent outcomes sometimes was not broadly universal, but rather specific. In particular, considerable data indicate that family socioeconomic status (SES) is a powerful predictor of parenting outcomes. The psychological status of parents can be affected by their economic status, in turn influencing their parenting behaviors and the social-emotional functions of their adolescents. Parenting styles and approaches to parenting vary between families from different socioeconomic backgrounds. Moreover, other contextual factors of parenting, including family structure and ethnic differences, are also gaining attention in research related to the field of parenting, and have been included as experimental variables or control variables.

1.3 Parenting and Self-Regulated Learning (SRL)

Many of the earlier research concentrated on analyzing the different types of various aspects of parenting as well as the association of these differences with the mentality (positive or negative) and a range of poor behavioral habits in adolescent development (e.g., drug use, truancy, and alcohol consumption) in the field of parenting. While less consideration was given to the role of parenting in building adolescents' own active participation in learning and developing skills in the future. It is indeed important to educate children regarding appropriate daily behaviors, but it is equally essential that they should be guided to develop independent learning skills for their rapid development later in life. SRL is a related concept, and it refers to efficient, autonomous, and reflective learners who have the ability of (meta-)cognition, along with motivational attitudes and beliefs that enable them to understand and monitor their learning [5]. Participating actively in the process of learning can have positive impacts on students (e.g., a high degree of intrinsic motivation and enthusiasm for the task) and then can raise performance and achievement at school [6].

Since parenting styles and other factors of parenting play a major role in children's and adolescents' learning and development as they grow up, parenting likely has an impact on self-regulated learning as a learning ability as well. This paper reviewed the relevant research on this topic over the last decade to explore and discuss the relationship between parenting and SRL in children and adolescents.

Through improving parenting approaches in the family environment, the quality of children's first education can be enhanced. The research on this topic also provides a degree of guidance for future research into the factors regarding individual learning outcomes and relevant practices in parent education programs at schools.

2. The Effects of Parenting and Relevant Factors on Self-Regulated Learning

2.1 The General Relationship between Parenting Style and SRL

As a particularly representative parenting factor, the impact of parenting styles is lasting and profound, different parenting styles can also have varying degrees of influence on the various skills of SRL in the children's adulthood. Based on the model of three types of parenting styles Baumrind proposed, Seroussi and Yaffe used two types of questionnaires to study the parenting styles' lasting impact on the learning behaviors of Israeli students in college [3]. The Parenting Authority Questionnaire was used to collect information about the parenting styles students received as children, based on their recollections. Another questionnaire measured self-regulation in learning by using different scales of SRL: control of learning beliefs, help-seeking, intrinsic and extrinsic motivation to learn, self-efficacy, peer learning, task value, test anxiety, critical thinking, cognitive strategies, etc. The analysis of data showed that there are some correlations between parenting styles and SRL skills. The authoritative style was the only one associated with help-seeking and peer learning, and is not linked to any other SRL scales. The parenting styles of permissive and authoritarian were both related to effort management negatively. Authoritarian style is strongly and positively linked to test anxiety and external motivation and is the only one style that has a weak but significant correlation with self-efficacy, control of learning beliefs, cognitive strategies, critical thinking, and task value. As different parenting styles related to SRL differently, the profound influence of pre-adult parenting styles is proved, and parenting styles should be selected according to different SRL skills.

Academic stress refers to the stressful stimuli that students experience in the course of their studies. It and SRL are both factors that affect students' academic performance, so maybe it is also influenced by the different parenting styles. In the study by Fuentes and colleagues, the relationships between some criteria for school adjustment (i.e., academic stress and self-regulated learning) and parenting styles during adolescence were analyzed using questionnaires in a large sample of adolescents (12-18 years old) in Spanish high schools [7]. After controlling for participants' education level and gender, the two main dimensions of the parenting model (i.e., strictness/imposition and acceptance/involvement) were analyzed. It was found that the strictness/imposition dimension was significantly and positively associated with the academic stress dimension of classroom interaction and family stress, while the acceptance/involvement dimension correlated significantly and negatively with them. In terms of the SRL dimension, there were significant and positive relationships with self-efficacy and meta-cognitive strategies, while significantly and negatively related to perception of losing control of time, procrastination and test anxiety. The findings showed that the permissive style is associated with better school adjustment of adolescents, as measured by academic stress and SRL. In addition, this relationship remained consistent in terms of participants' gender and educational level in the study. It showed that the results have a relative universality to these two factors, and the levels of these two dimensions of parenting style can be measured not only by absolute criteria, such as high level or low level but also by adjusting their levels appropriately.

The authoritarian style as a high-control, low-responsiveness parenting style is generally regarded as undemocratic and can have a negative impact on many aspects of learning, such as the self-regulated learning of children. In the research by Liu et al., linear connections of authoritarian parenting, learning problems, and self-regulation among Chinese children were explored using the developmental cascades model [8]. These three dimensions were measured annually (three years, from Grade 3 to 5 or 4 to 6) using the combination of maternal and teacher ratings and child's self-report. The findings showed that boys scored lower in self-regulation, and they had more learning problems significantly, and the boys' parents are also more inclined to approve of the authoritarian

style of parenting. Self-regulation of both boys and girls increased significantly by age. Moreover, the three dimensions had considerable stability over the three years. At all of the three-time points, self-regulation was found to be significantly and negatively related to both authoritarian parenting and learning problems, while learning problems had a significant and positive correlation with authoritarian parenting by mothers. Combined with the findings in the previous paragraphs, it can be seen that authoritarian style is not only directly associated with learning problems, but also further aggravates them through their negative impact on SRL, suggesting that the proportion of the authoritarian styles should be relatively reduced in many aspects of education.

2.2 The Mediational Role of Parenting and Self-Regulated Learning

The above discussion of the general relationship between children's SRL and parenting styles is based on the multiple factors that influence the education children to receive in the family environment. There are mediating factors that moderate the association between SRL and parenting as well. With China abolishing the one-child policy that had existed for decades, Luo and Gao analyzed the data from the China Family Panel Studies (CFPS) in 2018 wave. Then they explored the link between SES and preschoolers' SRL through parental expectations of education and family involvement in multi-child and one-child families in mainland China [9]. Path analyses were conducted in the study, and it was found that singleton status of children (i.e., multi- or one-child) and maternal and paternal education have no direct impacts on the SRL of children. However, there are indirect effects of parental educational expectations and family involvement. The results indicated that they played a critical mediating role between young children's SRL and parental education. In addition, the nature of the connections varied between families with multiple children and only children. For children with at least one sibling, these connections were more complex. The home-based effects of parental involvement were more powerful in families with multiple children than in families with only one child. Yet it also means that regardless of children's singleton status, parents can further enhance their children's SRL by increasing home-based involvement and parental educational expectations while at the same time through adopting a proper parenting style.

Parental involvement in the composition of the home education environment can be a direct or indirect predictor of students' academic achievements as well. In this study, Farooq and Asim used a comparative design of cause and effect to investigate the relationship between SRL, academic performance, and parental involvement in secondary school students [10]. The result showed that parents' involvement had significant and positive relationships with both academic achievement and SRL of students, implying the high level of parental involvement predicts high academic achievement and high self-regulation of students directly. Moreover, the indirect effect of parental involvement through SRL as a mediator on the academic achievement of students is also significant. The study also found that compared to parents of students in public schools, private school students' parents took more concern for their children's learning and that these students had greater self-regulation and higher academic achievements. Although there are differences in educational resources between public and private schools, parents of public secondary schools can be encouraged to use more active parental involvement.

Although the above arguments showed that parental involvement indeed has direct and indirect impacts on SRL, the impacts may not both be significant. Thomas et al. examined the mediational role of SRL between students' school achievement and parental involvement in a large group of seventh-grade students using two self-reported paper-based questionnaires (at the start and finish of the academic year respectively) [6]. The results showed that students' perspective on parental involvement had a positive impact on all investigated dimensions of SRL after the effects of parents' occupation, migration background, and students' sex were controlled. Among these dimensions of SRL, students' meta-cognitive self-regulation was found to be most strongly influenced by parental involvement, followed in order by their perceived academic efficacy, autonomous motivation, and cognitive strategy use. Furthermore, the research also found that all the SRL dimensions positively affect students' school achievement, and they interact with each other. However, when SRL was

added as a mediator, the significant direct influence of parental involvement on the achievement of students was reduced to insignificant. Therefore, it can be inferred that although parental involvement has positive effects on school achievements at both direct and indirect levels, SRL is a critical factor in this relationship.

3. The Impact of Parenting on Factors Related to Self-Regulated Learning

Studying is one of the main tasks of adolescence, in addition to SRL, parenting styles also affect other learning-related aspects, such as students' achievement goal orientation. Köstereliоğlu carried out a study to explore the impact of parents' perceived parenting style on high school students' achievement goal orientations [11]. In accordance with the findings of the research, parents' perceived parenting styles are categorized as permissive, democratic, overprotective, and authoritarian in the study. The goal orientations of students' achievement were in the following order: learning-approach, learning-avoidance, performance-approach, and performance-avoidance. The additional findings showed that parenting style was positively and moderately related to orientation for learning approaches and positively and weakly related to orientation for learning avoidance. Overprotective and democratic styles showed the strongest and most important effects on the orientation for learning approach, while permissive and overprotective styles found that they have the most important effects on the orientation for learning avoidance. Furthermore, there was positive and low-level associations between parenting styles and the orientations for performance-avoidance and performance approach. The four parenting styles presented in this survey are different from the four styles in Baumrind's model that are generally adopted, indicating that the study may not be widely generalized. Although parenting style is positively correlated with different student goal achievement orientations, the level of their association is moderate or even lower. It can be inferred that there may be some mediators between the two that strengthen their association.

Harsh parenting is a very strict form of parenting in which the parents control many aspects of the child and there may also be many punishments. Compared to other types of parenting, it has more influence on the learning engagement of adolescents through the mediator which is related to emotion. Zhang and Yue explored the mediating effect of perceived self-efficacy in managing negative affect (NEG) between learning engagement and strict parenting, based on the developmental model of children's engagement in learning in a sociocultural context, and examined mindfulness's moderating role between them [12]. They found that learning engagement was negatively impacted by strict parenting and that the association between strict parenting and engagement in learning was mediated by NEG. Mindfulness can moderate the association. That is, strict parenting has a more powerful negative predictive influence on engagement in learning of individuals with high mindfulness, compared to individuals with low it. In the effects of strict parenting styles on engagement in learning, mindfulness is a stressor that is particularly susceptible. Therefore, mindfulness as a way for children to actively regulate themselves can also be regarded as a way to manage negative affect to a certain extent.

4. Conclusion

According to the significance of parenting issues in today's society and the key to the growth and development stage of children and adolescents, combined with the previous analysis of parenting styles and the influence of parenting on children's behavioral habits, this review synthesized the findings regarding the relationship between SRL and parenting in the recent years, to provide positive guidance for children's first education in a home environment. Parenting styles, as the most commonly studied parenting aspect, were first discussed in the paper, and the study found that the four typical parenting styles mentioned in Baumrind's modified model (i.e., authoritative, authoritarian, permissive, and uninvolved styles) have certain limitations in the development of children's and adolescents' learning, so the different parenting styles that can be used in different aspects.

Furthermore, the relatively universally applicable hybrid parenting style can be specifically analyzed in the future by investigating the different SRL skills of college students. Although the hybrid style has not been studied due to the complexity of the analysis of variables, such as the context of parenting, the non-absolute adjustment of the two dimensions of parenting style (i.e., control and responsiveness) has provided some insights for its research. In addition, other aspects of parenting, such as parenting involvement, positively correlated with students' school achievements, and the effect can be influenced by the mediating role of SRL. In conclusion, this research topic on parenting and SRL provides a valid reference for promoting the long-term learning and development of individuals during childhood and adolescence. However, the above research still have some limitations, and the impact of the parenting context should be more considered in future research, especially the differences in the race and religion of the participants. This paper can provide some suggestions for the family intervention studies and practices.

References

[1] Hoskins Hancock. Consequences of Parenting on Adolescent Outcomes. Societies, 2014, 4(3): 506–531.

[2] Kordi Abdorreza, Baharudin Rozumah. Parenting attitude and style and its effect on children's school achievements. International Journal of Psychological Studies, 2010, 2(2): 217.

[3] Seroussi Dominique-Esther, Yaffe Yosi. Links between israeli college students' self-regulated learning and their recollections of their parents' parenting styles. SAGE Open, 2020, 10(1): 215824401989909.

[4] Baumrind Diana. Current patterns of parental authority. Developmental Psychology, 1971, 4(1): 1-103.

[5] Wolters Christopher. Regulation of motivation: Evaluating an underemphasized aspect of self-regulated learning. Educational Psychologist, 2003, 38(4): 189-205.

[6] Thomas Valérie, De Backer Free, Peeters Jeltsen, et al. Parental involvement and adolescent school achievement: The mediational role of self-regulated learning. Learning Environments Research, 2019, 22(3): 345-363.

[7] Fuentes María, García-Ros Rafael, Pérez-González Francisco, et al. Effects of parenting styles on self-regulated learning and academic stress in spanish adolescents. International Journal of Environmental Research and Public Health, 2019, 16(15): 2778.

[8] Liu Junsheng, Xiao Bowen, Hipson Will, et al. Self-regulation, learning problems, and maternal authoritarian parenting in chinese children: A developmental cascades model. Journal of Child and Family Studies, 2018, 27(12): 4060-4070.

[9] Luo Li, Gao Miao. Family ses and self-regulated learning in chinese preschoolers: A mediation analysis of parental educational expectation and home-based involvement. Early Education and Development, 2022, 33(3): 452-468.

[10] Farooq Muhammad, Asim Iqra. Parental involvement as predictor for self-regulated learning and academic achievement of students at secondary school level. Journal of Educational Sciences & Research, 2020, 7(1): 14-23.

[11] Kösterelioğlu İker. Effects of parenting style on students' achievement goal orientation: A study on high school students. Educational Policy Analysis and Strategic Research, 2018, 13(4): 91-107.

[12] Zhang Jiaxin, Yue Pengfei. The Influence of Harsh Parenting on Middle School Students' Learning Engagement: The Mediating Effect of Perceived Self-Efficacy in Managing Negative Affect and the Moderating Effect of Mindfulness. Psychology, 2021, 12: 1473-1489.